

Report of Program Accreditation Recommendations

April 2014

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Clear Education Specialist Induction

California State University, Fresno

California State University, Fresno’s proposed Clear Education Specialist Induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development. Participating teachers who have satisfied the requirements of the preliminary credential at Fresno State will complete sequenced coursework that combines discussions and applications of research to practice, online Learning Communities for peer discussion and support, in-class meetings with Learning Communities, and school site application and supervision. The course content aligns with an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession (CSTPs) and Induction Standards. Students engage in a plan→teach→reflect→apply process with support from their like-credential District Support Provider and University Supervisor.

Clovis Unified School District

The mission of the Clovis Unified School District Clear Education Specialist Induction Program (CESIP) is to empower teachers to excel professionally so that all students can realize their full potential. Job-embedded professional development is a cornerstone of this program, building and improving effective teaching practices within the context of their current teaching assignment. The program integrates ongoing collegial support with a research-based formative assessment system, *Formative Assessment for California Teachers*, building upon the knowledge and skills acquired during teacher preparation. With the assistance of a support provider, participating teachers develop an Individual Induction Plan which guides activities that support the growth and improvement of professional practice in specific focus areas. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply designed to help them to meet the needs of all students in their classrooms and on their caseloads. The induction program is characterized by a depth of experience that challenges the education

specialist, fostering critical reflection, extending understanding through inquiry-based methodology, and allowing for meaningful integration of theory and practice.

Newark Unified School District

The Clear Education Specialist Induction Program of Newark Unified School District is designed to support, guide, and mentor teachers with a preliminary Education Specialist credential and Level I Education Specialist credential. The Clear Education Specialist Induction program will provide professional development experiences through a structured system of formative assessment, research-based inquiry, and data analysis. Participating Education Specialist teachers are supported by a team of professionals that include East Bay BTSA Induction Consortium (EBBIC) Leadership, district administrators, and a Support Provider who holds the same credential. The program provides teacher demonstration of the knowledge and skills needed by fully qualified professional special education teachers. The Clear Education Specialist Induction program is focused on extending the competencies and skills of special education teachers so they can effectively meet the learning needs of students with disabilities in K-12 educational settings.

School for Integrated Academics & Technologies (SIA Tech)

The mission of the School for Integrated Academics & Technologies (SIA Tech) Clear Education Specialist Induction Credential Program is to guide and support participating teachers through a two-year, job embedded inquiry-based formative assessment program. The goal is to accelerate the instructors' knowledge and skills in relation to the California Standards for the Teaching Profession; and to assist them in becoming highly effective education specialists impacting student learning and success. The SIA Tech BTSA Clear Education Specialist Induction Credential Program includes mentoring, professional development and formative assessment. Mentors assist participants through collaborative and reflective weekly conversations, trouble-shooting, and instructional planning. Professional development programs provide research-based strategies and information to be implemented through instruction and management in the classroom. The formative assessment program (FAS) provides specific curriculum and activities for practices in working with students with special needs as well as all students. Four inquiry research projects, (two within case studies), provide ample opportunities to examine and apply relevant practice for student learning. Upon successful completion of the Program, Education Specialist Participating Teachers will be recommended for the Clear Education Specialist Credential.

Fresno Pacific University

Fresno Pacific University proposes the addition of the Clear Education Specialist Induction program. The Clear Education Specialist Induction program is inaugurated by a single unit introduction to induction. Participating teachers (PTs) are advised in the selection of coursework and non-Institution of Higher Education (non-IHE) units that will support performance relevant to the Individualized Induction Plan (IIP). The program is concluded by a single unit that condenses the formative assessment process and provides an opportunity for the program to assess the PT's achievement of IIP objectives. It also affords the PT an opportunity to self-reflect and assess his/her own achievement of IIP objectives. PTs engage in a recurring

process of planning, teaching, reflecting, and applying. Upon successful completion of the program, candidates will be recommended for the Clear Education Specialist Credential.

Santa Clara County Office of Education

Santa Clara County Office of Education's Clear Education Specialist Induction Program will help to fill a need within Santa Clara County and surrounding counties. The Santa Clara County Office of Education (SCCOE) Clear Education Specialist Induction Program will provide candidates with an opportunity to engage in professional learning communities that will support their individual and advanced progress and provide them with fieldwork experience. This program focuses on the collaboration with general education, special education, service providers, parents and the community within inclusive practices and settings and is designed to prepare candidates to meet the rigor of the academic and the functional needs of their students while allowing candidates to apply and demonstrate the required skills and knowledge in the induction standards. Candidates will have the option of completing a portion of their program via professional development that is provided by their school district or other approved programs based on their individualized induction plan. The program will include 4 three unit advanced Professional Learning Community Courses: Reflection in Action, Collaboration in Action, Curriculum in Action, Behavior Support in Action, in addition to an option for the selection of non-SCCOE activities. The SCCOE Clear Education Specialist Induction program aligns with the standards and is designed to provide collaborative and innovative approaches to meet the professional development of Education Specialist. Candidates will be evaluated by both their assigned district support provider and the SCCOE Program supervisor and will be recommended for the Clear Education Specialist Induction credential upon successful completion of the courses, the individualized professional induction plan and fieldwork observations.

Program(s) of Professional Preparation for the Education Specialist: Moderate/Severe Preliminary Intern Credential

Santa Clara County Office of Education

Santa Clara County Office of Education's proposed Moderate/Severe Preliminary Intern Credential program will help to fill a need caused by a significant decrease in the number of available credential programs offered in the area. When surveyed school districts in Santa Clara County and surrounding counties have indicated an interest in the program Candidates will be required to take 120 hours of pre-service coursework prior to being assigned to a classroom. The foundational courses will include: Classroom Management, Reading and Language Arts, Curriculum for Inclusive Classrooms, Typical/Atypical Development and Working in Diverse Communities. Candidates will be assigned to a cohort which will remain together as a support to each other as they advance through the program. In addition candidates have the opportunity to learn evidenced based practices through 33 quarter units of coursework over a 2 year period. Each intern will have an assigned district support provider as well as a SCCOE supervisor who will provide guidance and effective strategies to be used while working with assigned caseloads and families in inclusive settings. Intern candidates will focus on collaborating with general education, various disciplines and community partners to meet the varied needs of the population. The SCCOE Education Specialist Moderate/Severe Education Specialist Intern Credential Program is aligned with the standards and is designed to provide collaborative and innovative approaches to meet the professional development of the Education Specialist teacher.

Program(s) of Professional Preparation for the Education Specialist: Early Childhood Special Education Intern Credential

Santa Clara County Office of Education

Santa Clara County Office of Education's proposed Early Childhood Specialist Education Intern Credential program will help fill a need caused by a significant decrease in the number of available credential programs offered in the area. Additionally, when surveyed, school districts in Santa Clara County and surrounding counties have indicated an interest in the program. Each SCCOE intern candidate will be required to take a minimum of 120 hours of pre-service foundational coursework prior to being assigned to a classroom. Foundational coursework includes: Classroom Management, Development of Language and Literacy, Curriculum for Inclusive Classrooms, Typical/Atypical Development and Working in Diverse Communities. In the SCCOE Early Childhood Special Education Intern candidates will be assigned a co-hort. The cohort will remain together as a support while they advance through the program. In addition candidates have the opportunity to learn evidenced based practices through an additional 32 quarter units of coursework over a 2 year period. Each intern will have an assigned district support provider as well as a SCCOE supervisor who will provide guidance and strategies that are most effective in working with assigned caseloads and families in inclusive settings and natural environments. Intern candidates will focus on collaborating with general education, various disciplines and community partners to meet the varied needs of the population. The SCCOE Early Childhood Special Education Specialist Credential Program is aligned with the standards and is designed to provide collaborative and innovative approaches to meet the professional development of the Education Specialist teacher.

Education Specialist: Emotional Disturbance Added Authorization

Fresno Pacific University

Fresno Pacific University's proposed Emotional Disturbance Added Authorization program will prepare teachers to work within a school setting assisting children, adolescents, and their families to learn and thrive while living with an Emotional Disturbance. Candidates participate in a comprehensive program to understand and facilitate student academic success while encouraging inclusion in the school community. Candidates complete three online courses addressing the characteristics and psychotropic needs of students with ED, advanced communication skills for communicating empathically, and instructional and collaboration efforts that support students with ED. Candidates participate in a culminating practicum experience to receive guided support toward implementation of course principles and to participate in a formal evaluation of competencies. Upon successful completion of the program, candidates will be recommended for the Emotional Disturbance Added Authorization.

Program(s) of Professional Preparation for the General Education (Multiple and Single Subject) Induction Program

Concordia University

Concordia University Irvine's (CUI) Multiple Subject/Single Subject Induction program is a one to two year program that will support new preliminary Multiple Subject or Single Subject credentialed teachers who are in their beginning teaching experience and working towards clearing their credential. The goal of the CUI Multiple Subject/Single Subject Induction program is to collaborate with local school districts to build upon the Participating Teacher's

knowledge and skills acquired during teacher preparation. The program will provide multiple professional development opportunities to improve their teaching practices within the context of their current teaching setting. The CUI program accepts one year of BTSA experience from other school districts towards the completion of this program. The California Standards for the Teaching Profession and the Formative Assessment for California Teachers provide a foundation for assessing the candidates during Concordia University's Induction program.

Program(s) of Professional Preparation for the Administrative Services Clear Guidelines-Based Credential

Kern County Superintendent of Schools

The Kern County Superintendent of Schools (KCSOS) Office proposes to offer the Clear Administrative Services Credential (CASC) for preliminary administrative credential holders. These administrative candidates will come from Kern County's 47 school districts, as well as numerous private/charter schools, correctional institutions, nursing programs and other such entities requiring this certification. KCSOS already operates a robust induction program and an Intern Consortium; the office also recently added a Clear Education Specialist Induction Program (CESIP). Administrative candidates will complete a rigorous 2-year, job-embedded induction program with clearly delineated requirements, along with continual support and guidance from both the CASC program leaders and assigned mentors, selected for their job-alike expertise. Each candidate will develop an Individual Mentoring Plan, with professional goals based on the California Professional Standards for Educational Leaders and the California Administrator Performance Expectations. The program and mentors will support candidates' growth towards improving their administrative skills and reaching their individual professional goals. Throughout the 2-year induction, candidates will continually reflect on their goals and assess their progress. The aim of the CASC program is to produce skilled professional administrators with the knowledge, expertise, and confidence to fulfill not only their current job responsibilities but to also be poised to embrace new leadership challenges and opportunities as they arise.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

Humboldt State University

Preliminary Education Specialist Added Authorization: Autism Spectrum Disorders Program, effective April 24, 2014.

California State University, Bakersfield

Preliminary Administrative Services Credential Program, effective August 18, 2014.

Clear Administrative Services: Standards Based Credential Program, effective August 18, 2014.

California State University Monterey Bay

Multiple Subject Intern Program, effective March 10, 2014.

Orange County Department of Education

District Intern Program: Preliminary Education Specialist Mild/Moderate, effective July 30, 2014.

District Intern Program: Preliminary Education Specialist Moderate/Severe, effective July 30, 2014.

Pepperdine University

Multiple Subject Intern Program, effective July 19, 2014.

Single Subject Intern Program, effective July 19, 2014.

King-Chavez Academy of Excellence

General Education (Multiple and Single Subject) Induction Program, effective April 24, 2014.

San Jose State University

Education Specialist: Deaf and Hard of Hearing Credential Program, effective May 15, 2013.

El Dorado County Office of Education

Autism Spectrum Disorder Added Authorization Program, effective June 30, 2014.

Brandman University

Pupil Personnel Services: School Counseling Program, effective September 1, 2014.

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.

Lodi Unified School District: General Education (Multiple and Single Subject) Induction Program.

The letter requesting reactivation is attached.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

California Polytechnic State University, San Luis Obispo

Pupil Personnel Services: School Counseling Program, effective February 12, 2014.

Humboldt State University

Multiple Subject Intern Program, effective April 14, 2014.

Loyola Marymount University

Professional Administrative Services Credential Program, effective May 30, 2014.

University of California, Riverside

Education Specialist - Added Authorization: Autism Spectrum Disorders, effective January 1, 2015.

Reading Language Arts Specialist Credential Program, effective July 1, 2014.

Reading Certificate Program, effective January 1, 2015.

Designated Subjects Special Teaching Credential – Drivers Education, effective July 1, 2014.

Program Clarification:

General Education (Multiple and Single Subject) Induction Programs are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

General Education (Multiple and Single Subject) Clear Programs are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer.